

Hunter-Kinard-Tyler High

7066 Norway Road
Neeses, South Carolina 29113

Grades 7-12 High School

Enrollment 332 Students

Principal Dr. Fred Moore 803-263-4832

Superintendent Dr. Darrell Johnson 803-534-8081

Board Chair Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	1	7	0	15

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Unsatisfactory	No
2004	Good	Excellent	Yes
2005	Average	Unsatisfactory	Yes
2006	Unsatisfactory	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	66.7	60.6	79.1	62.6	53.6	58.1
Passed 1 subtest	13.7	16.7	9.3	18.9	22.7	18.3
Passed no subtests	19.6	22.7	11.6	18.5	23.7	26.9

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	79.2%	84.4%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.5	2.7
Seniors who met the SAT/ACT requirement	5.0	2.9
Seniors who met the grade point average	42.5	29.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	48	132
Number of Diplomas	37	79
Rate	77.1%	67.1%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	83.1	69.1
English 1	56.3	50.1
Biology 1/Applied Biology 2	28.6	33.2
Physical Science	19.4	21.0
All Subjects	50.6	43.7

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	48	79.2	40	2.5	37	77.1	Yes
Gender							
Male	21	61.9	14	0.0	20	70.0	N/A
Female	27	92.6	26	3.8	28	82.1	N/A
Racial/Ethnic Group							
White	13	84.6	8	12.5	9	88.9	N/A
African American	35	77.1	32	0.0	38	76.3	N/A
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	N/A
Hispanic	N/A	N/A	0	0.0	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	38	94.7	34	2.9	37	86.5	N/A
Disabilities other than speech	10	20.0	6	0.0	11	45.5	N/A
Migrant Status							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	48	79.2	40	2.5	48	77.1	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-Limited English Proficient	48	79.2	40	2.5	48	77.1	N/A
Socio-Economic Status							
Subsidized meals	32	71.9	31	71.0	31	71.0	N/A
Full-pay meals	16	93.8	11	0.0	17	88.2	N/A

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	43	100.0	12.5	45.0	27.5	15.0	45.0	Yes	Yes
Gender									
Male	14	100.0	16.7	41.7	16.7	25.0	50.0	N/A	N/A
Female	29	100.0	10.7	46.4	32.1	10.7	42.9	N/A	N/A
Racial/Ethnic Group									
White	11	100.0	N/A	N/A	N/A	N/A	0.0	I/S	I/S
African American	32	100.0	16.1	41.9	25.8	16.1	41.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	39	100.0	5.4	48.6	29.7	16.2	48.6	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	43	100.0	12.5	45.0	27.5	15.0	45.0	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	43	100.0	12.5	45.0	27.5	15.0	45.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	33	100.0	16.1	41.9	25.8	16.1	45.2	I/S	I/S
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	0.0	N/A	N/A
Mathematics – State Performance Objective = 50.0%									
All Students	43	100.0	22.5	40.0	35.0	2.5	62.5	Yes	Yes
Gender									
Male	14	100.0	25.0	50.0	16.7	8.3	58.3	N/A	N/A
Female	29	100.0	21.4	35.7	42.9	N/A	64.3	N/A	N/A
Racial/Ethnic Group									
White	11	100.0	N/A	N/A	N/A	N/A	0.0	I/S	I/S
African American	32	100.0	29.0	35.5	32.3	3.2	61.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	39	100.0	16.2	43.2	37.8	2.7	67.6	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	43	100.0	22.5	40.0	35.0	2.5	62.5	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	43	100.0	22.5	40.0	35.0	2.5	62.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	33	100.0	22.6	32.3	41.9	3.2	64.5	I/S	I/S
Full-pay meals	10	100.0	N/A	N/A	N/A	N/A	0.0	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 332)				
Retention rate	7.0%	Down from 10.5%	10.2%	7.0%
Attendance rate	96.7%	Down from 97.0%	95.0%	95.5%
Eligible for gifted and talented	6.3%	Up from 4.3%	3.0%	7.9%
With disabilities other than speech	15.3%	Down from 16.3%	15.6%	12.3%
Older than usual for grade	10.5%	Down from 12.5%	15.4%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	1.8%	1.2%
Enrolled in AP/IB programs	1.0%	Down from 8.1%	5.6%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	2.5%		2.0%	10.2%
Annual dropout rate	2.0%	Down from 4.5%	2.8%	2.8%
Career/technology students in co-curricular organizations	19.3%	Up from 2.1%	3.5%	3.5%
Enrollment in career/technology center courses	129	Down from 147	238	448
Students participating in worked-based experiences	24.8%	Up from 12.0%	18.8%	24.2%
Career/technology students mastering core competencies	88.3%	Down from 95.2%	72.3%	80.0%
Career/technology completers placed	N/A	N/A	98.7%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 35)

Teachers with advanced degrees	65.7%	Down from 72.7%	49.7%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	21.2%	N/A	16.4%	9.6%
Teachers with emergency or provisional certificates	12.9%	Up from 6.7%	15.7%	9.9%
Teachers returning from previous year	73.9%	Down from 77.0%	78.2%	86.3%
Teacher attendance rate	97.6%	Up from 97.3%	94.6%	95.3%
Average teacher salary	\$43,686	Up 0.1%	\$41,390	\$42,943
Prof. development days/teacher	10.9 days	Down from 20.1 days	13.1 days	11.2 days

School

Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.1 to 1	20.7 to 1	25.7 to 1
Prime instructional time	92.8%	Up from 88.8%	87.5%	89.3%
Dollars spent per pupil*	\$12,804	Up 20.8%	\$8,791	\$6,792
Percent of expenditures for teacher salaries*	42.3%	Down from 50.8%	51.7%	55.3%
Percent of expenditures for instruction*	52.1%		59.0%	61.1%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	79.4%	Up from 71.9%	87.4%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	19.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hunter-Kinard-Tyler High School strives to prepare students to become successful, productive citizens in a global society and to reach their fullest potential by providing a broad and flexible curriculum that incorporates technical experiences in a safe and orderly environment. We believe also that diversity contributes to an enriched society. The H-K-T staff encourages students to reach their fullest potential by providing a sound, challenging, and researched-based instructional program. Instruction is data and standards-driven. Various teaching strategies and resources such as curriculum maps, Plato, MAP testing, and differentiated instruction are used to enhance student learning. In addition, the use of Accelerated Math and Reader programs play vital roles in strengthening the students' math and reading skills. Kaplan continues to be utilized to prepare students to take the SAT / ACT, and 75% of the senior class enrolled in college.

In keeping with H-K-T's motto, Promoting excellence, we believe that all individuals can learn and that learning is a lifelong process. Again this year Hunter-Kinard-Tyler met AYP; the middle school earned the Palmetto Silver Award; we improved on standardized test results, utilized technology resources, and provided job shadowing experiences, career development opportunities, and extracurricular activities. Our athletes performed very well in the classroom and on the courts and playing fields this year. The girls' basketball team repeated as state champions.

Parents, teachers, students and the community have an important role in education. Together, we can educate successful, productive members of society. We must work together because all people have value and can make worthwhile contributions. We look forward to our continued partnerships at Hunter-Kinard-Tyler High School where we are Promoting Excellence.

Titus Duren, Principal
William Ray, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	43	58
Percent satisfied with learning environment	80.8%	67.4%	81.0%
Percent satisfied with social and physical environment	88.5%	76.2%	72.4%
Percent satisfied with school-home relations	52.2%	86.0%	77.2%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.